

**U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 08/04/2023 04:31 PM

Technical Review Coversheet

Applicant: See Stories (S422B230020)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	20	20
Need for Project		
1. Need	25	25
Quality of the Management Plan		
1. Management Plan	25	22
Adequacy of Resources		
1. Adequacy of Resources	30	27
Sub Total	100	94
Priority Questions		
Competitive Preference Priority 1		
Innovative Activities for Civic Engagement		
1. Civic Engagement	5	3
Sub Total	5	3
Competitive Preference Priority 2		
Student Access to Resources and Opportunities		
1. Promoting Equity	7	4
Sub Total	7	4
Total	112	101

Technical Review Form

Panel #4 - AHC-NA - 4: 84.422B

Reader #1: *****

Applicant: See Stories (S422B230020)

Questions

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the proposed project demonstrates a rationale. (10 points)

(ii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition. (10 points)

Strengths:

The design of the proposed digital storytelling and professional development project is grounded in and based on research which reflects up-to-date knowledge from effective practice. Evidence supports and underscores the efficacy of project inputs. For instance, research has found that culturally responsive pedagogies have a positive impact on student learning and achievement and therefore such practices are integral to the design of the proposed project (page e38).

The objectives of the project align with and have a great likelihood of intended impact on the needs of the target population. Specifically, because of the geographical location of the State, its small population and the unique and diverse make-up of its citizenry, the proposed project has a great likelihood of systems change (pages e14-e15).

The activities and the rationale for their inclusion in the proposed project are clearly detailed in a table and in narrative (pages e17 –e24). For instance, the teaching tools that will be created and made available statewide, will empower teachers with equitable resources to effect change in their classrooms and with their students.

The proposed project's' emphasis on inclusivity, equity, cultural responsiveness and trauma-informed practices creates an environment wherein engagement with history occurs in a student-centered way which is likely to improve educational outcomes (page e39; e42). The inclusion of community members and "culture bearers" on the Steering Committee will have an invaluable impact to ensure authenticity in digital storytelling and that diverse voices are included and considered (pages e15 – e16; e54-e55).

Moreover, Digital Storytelling, the central focus of the proposed project, represents an exceptional approach in that it juxtaposes current social media technologies with traditional oral histories. It is relevant to the needs of students and teachers, has demonstrated effectiveness in academic and social outcomes, and has the far-reaching potential of impact throughout the State (page e41-e42).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

- i. The magnitude or severity of the problem to be addressed by the proposed project. (8 points)
- ii. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (7 points)
- iii. The extent to which the services to be provided by the proposed project are focused on those with greatest needs. (10 points)

Strengths:

i. The applicant clearly depicts the many needs of the target population. These needs are severe and include, poor academic performance, high poverty, high suicide rates and critically low youth mental health services, etc. and underscores why the proposed project is critically needed in Alaska (pages e37 – e43).

ii. With great detail, the applicant aptly describes, across multiple examples, how it will address the identified needs, gaps and weaknesses surrounding the target population (pages e37-e40). For instance, in that more than 90% of schools serve low-income students from disadvantaged backgrounds, equipping students with skills to create digital stories using the technology available in their schools and on their person, will allow students to engage in this activity, despite not having access to expensive and high-tech equipment (page e43).

Moreover, taking into consideration the historical trauma that Alaskans have experienced, using trauma informed practices and training teachers to effectively incorporate such practices has the potential create welcoming environments where students feel their voices are heard (page e41.)

iii. In that the applicant asserts that approximately 90% of the teachers trained through their professional development courses instruct at Title I (high need/economically/ disadvantaged) schools throughout Alaska (page e16), the planned professional development support and trauma informed and culturally responsive multimedia curriculum provided in the grant have a high likelihood of mediating challenges. For instance, Culturally Responsive Career & Technical Education (CTE) is supported by evidence and has a great likelihood of improving graduation rates (page e41).

In addition, providing support to educators to use primary sources and link their curriculum to place and story through digital storytelling practices will strengthen culturally responsive teaching, which subsequently will lead to greater student engagement (pages e14, e17, e43).

Developing and supporting teachers to become facilitators of historical inquiry by capitalizing on students' social media use (i.e. by having them create content/ digital stories based on their history) is an important strategy that has great potential of engaging students and meeting objectives (e40).

Moreover, the content specific workshops on technical/post production skills, will equip teachers with skills to more effectively teach those same skills to their students, including underserved students from low-income backgrounds (pages e23 – e24).

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

- i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (13 points)**
- ii. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (12 points)**

Strengths:

The inclusion of a Steering Committee to provide project oversight is an extremely important project component and will likely ensure that the project is managed efficiently (page e19-e21). The Steering Committee will be instrumental in planning and development and will work closely with the Evaluation Team – all cohesive project processes that lend themselves to overall goal attainment (page e45).

Key personnel (i.e. members of the Steering Committee) have requisite expertise in education, history and in working with the diverse indigenous communities wherein the project activities will be completed. This is important and supports the proposed project's emphasis on inclusivity, equity, (pages e17; e19-e22).

Regarding, planning, development and implementation, monthly meetings of the Steering Committee serve as important opportunities to discuss evaluation feedback and represents a very valuable method to ensure stakeholders have the information necessary to make programmatic changes throughout the duration of the grant. Moreover, the feedback loops between teachers, students, our website, and our project team will be ongoing and are ones that can be sustained beyond the period of federal assistance. (page e57).

Weaknesses:

While the applicant mentions throughout the project narrative that trauma-informed practices are needed and would be a focal point of project professional development, the applicant does not provide sufficient details which would clarify exactly what would be included in the training so that trauma-informed practices would be ensured. It is also not clear if personnel responsible for providing this training would be qualified to do so. Providing clearer details would allow for assessment of the appropriateness of activities.

Reader's Score: 22

Selection Criteria - Adequacy of Resources

- 1. The Secretary considers the adequacy of resources for the proposed project. In determining the quality of the adequacy of resources, the Secretary considers the following factors:**
- i. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (6 points)**
 - ii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (8 points)**
 - iii. The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multiyear financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, LEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence. (8 points)**
 - iv. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (8 points)**

Strengths:

The applicant's management plan includes the collaborative efforts of various project partners. The applicant's timeline provides a view of project tasks and delineates when milestones will be achieved and persons responsible for various tasks.

Costs for the project are reasonable to accomplish the goals. Based on the proposed number of participants, the cost per student would be \$287 which is modest when considering the geographic location and the lack of resources in the State (page e56). In addition, the applicant consulted appropriate salary report data to ensure that compensation for staff is commensurate with their role, which further speaks to the reasonableness of costs (page 56).

To ensure sustainability, the applicant asserts that it will employ a method whereby student and teacher produced films continuously populate the See Stories' website, teachers and staff continuously match said films to lesson plans, and classroom implementation continuously takes place with old and new content (page e57). This process will make products available beyond the period of federal assistance. Moreover, not only is there a plan for sustainability, the applicant plans for scalability as well. The dissemination of works in peer reviewed publications will allow for the project to be modeled in more states (page e58).

The on-going and regular meetings with the evaluation team, wherein there will be review of activities and progress, updates on data collection, discussions of upcoming evaluation activities and discussions of any challenges and possible necessary modifications, will effectively support continuous quality improvement of project processes (pages e45 – e46).

To demonstrate and underscore the commitment of partners, detailed MOAs/Letters of agreement are included in appendices.

Weaknesses:

The applicant asserts that its plan does not include the provision of office space or a facility, because the project activities are completed at schools, after-school programs, at "culture camps and in teacher trainings" that will occur online or at different facilities throughout the state (page e54). The applicant does not include a thorough description of these places however, and therefore the adequacy of the spaces to ensure successful project implementation is not readily determinable.

Reader's Score: 27

Priority Questions**Competitive Preference Priority 1 - Innovative Activities for Civic Engagement****1. Competitive Preference Priority 1: Innovative Activities for Civic Engagement (up to 5 points)**

Under this priority, we provide funding to promote new and existing evidence-based strategies to encourage innovative civics and government learning strategies and professional development activities and programs for teachers, principals, or other school leaders, particularly such instruction, strategies, activities, and programs that benefit low income students and underserved populations. To meet this priority, a project must include one or both of the following-- a) Hands-on civic engagement activities for teachers and students; or b) Programs that educate students about the history and principles of the Constitution of the United States, including the Bill of Rights.

Strengths:

The applicant partially addresses this CPP in that the activities planned do indeed take into consideration strategies that would benefit low income students and underserved populations.

For instance, in that more than 90% of schools serve low-income students from disadvantaged backgrounds, equipping students with skills to use the technology available in their schools and on their person, will allow students create digital stories, despite not having access to expensive and high-tech equipment (page e43).

Moreover, taking into consideration the historical trauma that Alaskans have experienced, using trauma informed practices and training teachers to effectively incorporate such practices has the potential create welcoming environments where students feel their voices are heard (page e41).

Weaknesses:

The applicant does not provide sufficient details to address this CPP. It is not clear how the activities listed as addressing CPP1 (e.g., Teacher Professional Development that equips Teachers at Title I schools around the state with skills in culturally responsive & trauma-informed pedagogies that support equity in teaching, as well as place-based history skills using digital storytelling and primary sources, pages e17 – e19) are reflective of or constitute hands-on civic engagement or a program that educates about the Constitution. In that civic engagement involves actions to identify and address issues of public concern, including how the activities would accomplish this, would strengthen the applicant's response to this priority. More details are needed to support and to fully address this CPP.

Reader's Score: **3**

Competitive Preference Priority 2 - Student Access to Resources and Opportunities**1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities (up to 7 points)**

Under this priority, and applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students—

a) in one or more of the following educational settings: (1) Early learning programs (2) Elementary school (3) Middle school (4) High school (5) Career and technical education programs(6) Out-of-schooltime settings (7) Alternative schools and programs (8) Juvenile justice system or correctional facilities

b) That examines the sources of inequity and inadequacy and implement responses, and that may include one or both of the following:

c) Rigorous, engaging, and well-rounded (e.g., that include music and the arts) approaches to learning that are inclusive with regard to race, ethnicity, culture, language, and disability status and prepare students for college, career, and civic life, including civics programs that support students in understanding and engaging in American democratic practices (up to 3 points).

d) Establishing, expanding, or improving the engagement of underserved community members (including underserved students and families) in informing and making decisions that influence policy and practice at the school, district, or State level by elevating their voices, through their participation and their perspectives and providing them with access to opportunities for leadership (e.g., establishing partnerships between civic student government programs and parent and caregiver leadership initiatives) (up to 4 points).

Strengths:

The applicant's plan to promote equity in Student Access to Educational Resources and Opportunities, includes important strategies that are likely to yield successful outcomes for underserved high school students. For instance, teacher professional development geared towards trauma informed and culturally responsive practices is in direct response to and will mediate the sources of inequity and inadequacy that plague the target population (page e17).

In addition, providing support to educators to use primary sources and link their curriculum to place and story through digital storytelling practices is representative of a plan to deliver a well – rounded project that will strengthen culturally responsive teaching, which subsequently will lead to greater student engagement (pages e14, e17, e43).

Weaknesses:

The applicant does not clearly describe its plan to engage underserved community members in making decisions that influence policy and practice. While the applicant does contend that community members may participate in the project and give an account of their lived experiences and oral history (page e15), it is not clear how this will translate to an increased participation in civic processes.

Reader's Score: **4**

Status: Submitted
Last Updated: 08/04/2023 04:31 PM

Status: Submitted

Last Updated: 08/04/2023 04:43 PM

Technical Review Coversheet

Applicant: See Stories (S422B230020)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	20	20
Need for Project		
1. Need	25	25
Quality of the Management Plan		
1. Management Plan	25	23
Adequacy of Resources		
1. Adequacy of Resources	30	28
Sub Total	100	96
Priority Questions		
Competitive Preference Priority 1		
Innovative Activities for Civic Engagement		
1. Civic Engagement	5	4
Sub Total	5	4
Competitive Preference Priority 2		
Student Access to Resources and Opportunities		
1. Promoting Equity	7	5
Sub Total	7	5
Total	112	105

Technical Review Form

Panel #4 - AHC-NA - 4: 84.422B

Reader #2: *****

Applicant: See Stories (S422B230020)

Questions

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:
 - (i) The extent to which the proposed project demonstrates a rationale. (10 points)
 - (ii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition. (10 points)

Strengths:

See Stories will use evidence-based pedagogies that guide students through the process of exploring topics related to history, culture, and civic engagement through digital storytelling using primary sources. (e15)

Anchored Histories will be led by a Steering Committee of culture bearers, education and media experts, historians and evaluators who will help oversee the vision, innovation, and implementation of the project. (e16).

See Stories will use 3 asynchronous PD courses, primary source-based digital storytelling in classrooms, and the creation and sharing of lesson plans to promote student access to educational resources and opportunities. (e34).

See Stories seek to root teachers to the places they live and work and to build an interconnected network of supportive educators. (e23).

See Stories will provide participating teachers with the option to participate in an a week-long in-person experience – which also assist teachers in learning about the technical side of digital storytelling and post-production. (e23-e24).

See Stories will use students' pre-and-post-surveys to asses for growth in student's knowledge of history and places and student's digital literacy. (e28-e29).

Weaknesses:

No weaknesses were noted.

Reader's Score: 20

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:
 - i. The magnitude or severity of the problem to be addressed by the proposed project. (8 points)
 - ii. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including

the nature and magnitude of those gaps or weaknesses. (7 points)

iii. The extent to which the services to be provided by the proposed project are focused on those with greatest needs. (10 points)

Strengths:

See Stories addresses a lack of inclusive representation and decreased educational outcomes for Alaskan students because they tend to not see themselves represented in the curriculum. (e38-e39).

The applicant notes that 90% of the teachers they train typically work with Alaska Native & ELL students, who are economically disadvantaged and students who attend Title I schools throughout Alaska. (e42).

Anchored Histories serves under resourced students in a unique way by combining new technologies with oral traditions, culture, and community practices critical for Alaska Native, immigrant, and refugee student identity and sense of belonging. (e42).

See Stories seeks to utilize a culturally responsive pedagogy that will have a positive impact on student learning and achievement. (e38).

The proposed project addresses the problem that Alaska Native and ELL students often do not see themselves and their cultures reflected in the curriculum, which impacts their high school drop-out rates and mental health disorders. (e40).

See Stories provide students with the opportunity to use film and digital storytelling as a hook to explore multiple perspectives on histories relevant to their place, culture, and community.

Weaknesses:

No weaknesses were noted.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (13 points)

ii. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (12 points)

Strengths:

See Stories will utilize Wellspring Group Consulting to conduct external evaluations to assess progress and effectiveness of the project's implementation strategies and WGC will serve on the Steering Committee. (e45).

See Stories provided a detailed timeline and data collection plan – noting data sources and evaluation questions. (e48-e52). This information will allow the applicant to effectively implement the goals of the grant and ensures it accomplishes the intended milestones associated with the project proposal.

See Stories provided a workflow table for the roles and responsibilities assigned for the duration of the project and Letters of Support were provided. (e52-e53). The identification of the needed roles and associated responsibilities connected to

those roles will help to ensure that the applicant is positioned to effectively roll-out of the objectives of the grant.

Weaknesses:

The See Stories project proposal did not adequately address or inform how it would adequately implement the inclusion of Trauma Informed Practices within the scope of the project. (e25).

Reader's Score: 23

Selection Criteria - Adequacy of Resources

1. **The Secretary considers the adequacy of resources for the proposed project. In determining the quality of the adequacy of resources, the Secretary considers the following factors:**
 - i. **The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (6 points)**
 - ii. **The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (8 points)**
 - iii. **The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multiyear financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, LEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence. (8 points)**
 - iv. **The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (8 points)**

Strengths:

See Stories was the recent recipient of a Sony grant and they received 50,000 worth of film equipment. This resource will help to support the goals and objectives of the See Stories grant proposal. (e54).

See Stories will create a website to host the student created films and teacher created lesson plans – so new teachers and students can access and use them in their classroom as a free resource. This will allow the initiative and resources produced by See Stories to endure past the duration of the grant. (e57).

See Stories demonstrates sustainability in the buy-in and broad support from stakeholders and partners. This level of community support will help to anchor the project's long-term success and accomplishment of the goals and objectives of the grant. (e58).

Weaknesses:

However, See Stories failed to fully address how participating school districts, classroom teachers, or students have the needed digital resources to support, implement, and fully operate the goals of the proposed digital project. (e57).

Reader's Score: 28

Priority Questions

Competitive Preference Priority 1 - Innovative Activities for Civic Engagement

1. **Competitive Preference Priority 1: Innovative Activities for Civic Engagement (up to 5 points)**

Under this priority, we provide funding to promote new and existing evidence-based strategies to encourage innovative civics and government learning strategies and professional development activities and programs for teachers, principals, or other school leaders, particularly such instruction, strategies, activities, and programs that benefit low income students and underserved populations. To meet this priority, a project must include one or both of the following-- a) Hands-on civic engagement activities for teachers and students; or b) Programs that educate students about the history and principles of the Constitution of the United States, including the Bill of Rights.

Strengths:

The applicant will provide PD to educators who teach in Title 1 schools around Alaska how to use digital storytelling and primary resources as a means to embed equity in teaching. (e17).

See Stories seeks to maximize the impact of student and teacher produced films utilized in the classroom. Thus, the films represent a hands-on civic engagement activity utilized by both the participating teachers and students. (e18).

See Stories seeks to build community to strengthen teacher support and learning for educators residing in Alaska and ultimately increase and impact students' outcomes by providing both teachers and students the opportunity to engage in a hands-on civic project that benefit under-served students in seeing themselves reflected in the curriculum. (e19).

Weaknesses:

It was unclear if See Stories wanted the digital film activity to serve as the hands-on civic engagement activity for teachers and students. (e24-25).

Reader's Score: 4

Competitive Preference Priority 2 - Student Access to Resources and Opportunities

1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities (up to 7 points)

Under this priority, and applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students—

a) in one or more of the following educational settings: (1) Early learning programs (2) Elementary school (3) Middle school (4) High school (5) Career and technical education programs (6) Out-of-schooltime settings (7) Alternative schools and programs (8) Juvenile justice system or correctional facilities

b) That examines the sources of inequity and inadequacy and implement responses, and that may include one or both of the following:

c) Rigorous, engaging, and well-rounded (e.g., that include music and the arts) approaches to learning that are inclusive with regard to race, ethnicity, culture, language, and disability status and prepare students for college, career, and civic life, including civics programs that support students in understanding and engaging in American democratic practices (up to 3 points).

d) Establishing, expanding, or improving the engagement of underserved community members (including underserved students and families) in informing and making decisions that influence policy and practice at the school, district, or State level by elevating their voices, through their participation and their perspectives and providing them with access to opportunities for leadership (e.g., establishing partnerships between civic student government programs and parent and caregiver leadership initiatives) (up to 4 points).

Strengths:

See Stories will be led by a Steering Community inclusive of culture bearers, education and media specialists, and historians. (e16). This feature of the proposed project will allow the students to participate in a well-rounded learning activity that is inclusive with regard to race, ethnicity, culture, and language.

See Stories will take place at majority Title 1 Schools where majority of the students are economically disadvantaged. (e16). Thus, this proposed project will expand and improve the engagement of underserved students who are often absent or lack visibility in the statewide curriculum.

See Stories puts underserved students in the empowering position of authoring their own histories and civic engagement narratives through digital storytelling. (e16). Thus, giving students the opportunity to contribute to a more equitable statewide curriculum. (e10).

Weaknesses:

See Stories did not fully address or provide information regarding the resources that the local school districts, campuses, classroom teachers, or students would need in order to fully participate in the digital storytelling experience. (e18).

Reader's Score: **5**

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Status: Submitted

Last Updated: 08/07/2023 02:03 PM

Technical Review Coversheet

Applicant: See Stories (S422B230020)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	20	20
Need for Project		
1. Need	25	25
Quality of the Management Plan		
1. Management Plan	25	22
Adequacy of Resources		
1. Adequacy of Resources	30	27
Sub Total	100	94
Priority Questions		
Competitive Preference Priority 1		
Innovative Activities for Civic Engagement		
1. Civic Engagement	5	4
Sub Total	5	4
Competitive Preference Priority 2		
Student Access to Resources and Opportunities		
1. Promoting Equity	7	5
Sub Total	7	5
Total	112	103

Technical Review Form

Panel #4 - AHC-NA - 4: 84.422B

Reader #3: *****

Applicant: See Stories (S422B230020)

Questions

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the proposed project demonstrates a rationale. (10 points)

(ii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition. (10 points)

Strengths:

i. The applicant provides a detailed logic model and throughout the narrative, the impact they seek is that empowered students become citizen historians, authoring community narratives that contribute to a more equitable statewide curriculum. Social Good Studio does design work with Alaskan nonprofits and mission driven organizations and built our current website. Together with the Steering Committee, Social Good Studio will develop a strategy to build a platform on the website for teachers to connect with one another, provide a space for mentorship, and keep them engaged after they complete their PD courses. (e31-e32)

See stories has partnered in history-based professional productions, both The Forgotten Slavery of Our Ancestors documentary film. This film is a wonderful teaching tool, but as part of this project we would make them easily usable in the classroom by working with partners to create robust lesson plans and conversation guides to accompany them. The research methods for this project build on the work of Indigenous research methods such as Linda Tuhiwai Smith (1999), Margaret Kovach (2021), Jo-Ann Archibald (2018), and Shawn Wilson (2008). Indigenous research methods include respect, responsibility, reverence, and reciprocity (Archibald 2018). (e31-e32, Logic Model – e44, e103)

ii. The project uses evidence-based pedagogies that guide students through the process of exploring topics related to history, culture, and civic engagement through digital storytelling using primary sources. The pedagogy innovatively inspires students who tend to struggle with school to see themselves and their cultures, communities, histories, and future in curriculum. Students get to choose topics vital to them, documenting topics through interviewing community members and culture bearers that have often not yet been documented in any formal or scholarly way. This participatory, research-based approach is innovative for underserved students who find themselves engaging in community and civics through the hook of digital storytelling, an activity they already engage in via social media but can deepen their skills in through thoughtful digital literacy lessons. (e15-e16)

Weaknesses:

i. None noted.

ii. None noted.

Reader's Score: 20

Selection Criteria - Need for Project

1. **The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:**
 - i. **The magnitude or severity of the problem to be addressed by the proposed project. (8 points)**
 - ii. **The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (7 points)**
 - iii. **The extent to which the services to be provided by the proposed project are focused on those with greatest needs. (10 points)**

Strengths:

i. The applicant clearly documents the problem to be addressed by the proposed project. According to the Department of Education's NAEP (otherwise known as the "Nation's Report Card"), Alaskan students "performed significantly lower than the National public." The Alec Report Card on American Education rates Alaska's educational outcomes 47th out of all 50 states. The Alaska Department of Education and Early Development reported a 77.85% graduation rate for 2021-22. These daunting statistics pale in comparison to statistics around mental health, however, illustrated by a recent headline from Alaska's News Source: "Alaska's youth mental health services at critical low: Alaska leads nation in rate of youth suicide and depression, many youths have unmet needs" (May 2023). (e37-e38)

ii. The applicant clearly identified gaps and how they propose to address them. One of the challenges to leading teacher professional development to support culturally responsive best practices are that teachers are predominantly white while their students are not. "Elementary and secondary public-school teachers in the United States are considerably less racially and ethnically diverse as a group than their students – and while the share of Black, Hispanic and Asian American teachers have increased in recent decades, it has not kept pace with the rapid growth in the racial and ethnic diversity of their students, according to data from the National Center for Education Statistics (NCES)" (Pew Research Center, 2021). These statistics are born out in the demographics of teachers in our PD courses, and while they strive to educate teachers about the cultures in their classrooms, we are cognizant of the fact that Alaska has the most demographically diverse schools in the nation (Farrell, 2018) and no one teacher can become adroitly versed in all the cultures represented in their classrooms (although we are impressed with how much teachers do learn and encourage them to keep learning). (e39-e40)

The applicant's strategy to bolster culturally responsive teaching is to support educators to link their curriculum to place and story through digital storytelling practices in which students choose the American histories they explore with film through a local lens. We have also found that in order to effectively implement culturally responsive best practices, we have to use trauma-informed practices that take into account the historical trauma many of our Alaska Native and immigrant and refugee students at Title I schools live with. We have built a trauma informed and culturally responsive multimedia curriculum. (e39-e40)

iii. The applicant demonstrates that the service provided will meet the greatest needs of the target population in the proposed project. Anchored Histories takes an innovative approach to serving disadvantaged individuals by combining new technologies with oral traditions, culture, and community, elements critical for Alaska Native and immigrant and refugee student identity development and sense of belonging. Often technology and social media divide youth and Elders, but this project capitalizes on young people's passion for new technologies to engage them with meaningful cultural stories and traditions. Using film and digital storytelling as a hook, students are encouraged to explore multiple perspectives on histories relevant to their place, community, and culture, working with primary sources and archives, including interviews with family and community members. (e42-e43)

Weaknesses:

- i. None noted.
- ii. None noted.
- iii. None noted.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

- i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (13 points)**
- ii. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (12 points)**

Strengths:

i. The applicant provides a succinct management plan to achieve the objectives of the proposed project for accomplishing project tasks. The applicant provides job descriptions and resumes that depict clear qualifications and experience to ensure the capacity to carry out the proposed project. (e53, Appendices) See Stories Director will serve as project manager at .5 FTE on this project (\$60,000). (e166)

ii. The applicant clearly details procedures for ensuring feedback and continuous improvement in the operation of the proposed project. During the first quarter, WGC and the Steering Committee will work together to develop an action plan that clearly identifies roles and responsibilities of each entity, outline anticipated processes and expectations, and ensure mutual confirmation of a proposed timeline of evaluation activities. These critical conversations set the stage for developing a successful, collaborative, and inclusive process for both immediate and longer-term evaluation efforts. (e53)

WGC will serve on the project Steering Committee that would meet monthly throughout the 36 months of the project. This participation would embed evaluation into the ongoing work of the project, following a developmental evaluation framework. Ongoing evaluation management meetings will focus on review of evaluation activities and progress, including new/relevant updates on data collection that fuels continuous quality improvement; discussions of upcoming evaluation activities; and discussions of any challenges and any adaptations required. (e45-e46)

Weaknesses:

- i. The applicant did not justify noting that trauma-informed cases would be addressed when in fact the applicant did not include a staff person for this role. There was no job description or to be hired to reference a staff member for handling trauma-informed assessments. (e53, e166)
- ii. None noted.

Reader's Score: 22

Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources for the proposed project. In determining the quality of the adequacy of resources, the Secretary considers the following factors:
 - i. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (6 points)
 - ii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (8 points)
 - iii. The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multiyear financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, LEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence. (8 points)
 - iv. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (8 points)

Strengths:

- i. The applicant noted that its strategic plan does not involve office space or a facility, as its mission is at work in schools, after-school programs, at culture camps and in teacher trainings that happen online and at different locations throughout Alaska. They did recently win a Sony grant in which we were able to receive \$50,000 worth of film equipment to help us with our programs, which we were able to add to our already robust set of equipment and supplies. (e54)
- ii. The applicant presents the cost of the budget expenses clearly for the proposed project. To achieve these, the applicant will engage 180 educators each in 120 hours of teacher PD, and conservatively estimate that 5,400 Alaskan students will participate in the history-based digital storytelling and primary source programs (using a conservative estimate of 30 students per educator). Dividing the total proposed budget over three years of \$1,549,003 by an estimate of 5,400 students engaging in the programs. The breakdown would be \$287 per student, a cost that is beyond reasonable, especially keeping in mind that teachers will continue to implement the pedagogies and lesson plans they gain through these teacher PD opportunities indefinitely, engaging in the supportive networks created through this project. (e56)
- iii. The applicant mentions that they have developed a model whereby courses we instruct via grant funding become sustainable, asynchronous courses, and new courses are developed as they respond to teacher and student needs. Each year our teacher PD budget grows by \$50,000 through new grant opportunities, as they strive to offer classes free of charge to educators who often struggle to afford the credits required for recertification. This DoE grant would support the next level of growth for See Stories' contribution to Alaskan education. The applicant is proposing activities and workshops by designing a mechanism whereby student- and teacher-produced films continuously populate the website, teachers and staff continuously match said films to lesson plans, and classroom implementation continuously takes place with old and new content. (e58)
- iv. The applicant provides a strong relevance and demonstrates commitment of each partner in the proposed project to the implementation and success of the project. For example, University of Alaska Anchorage Professional and Continuing Education (PACE) UAA PACE Program has been a partner for 7 years and will support the professional development component of this course by coordinating the course credits for the teachers and by advertising the class in their networks. They have invited See Stories to add its classes to the roster of courses required for teacher certification and recertification, and while the programs have always had a strong attendance, this ensures all the classes will be fully attended. (e59)

Teachers will not have to pay for the PD classes they take through this grant. In addition, Archival Partners; Anchorage Museum, UAF Alaska & Polar Regions Collections & Archives (APRCA), Alaska State Archives, Libraries, & Museum will be responsible for 1) facilitating a session in the teacher PD workshops, 2) collecting archives and primary sources related to the place and topics that teachers in our teacher PD are engaging with and 3) meeting one on one with teachers to help them with their primary source research. (e59)

Weaknesses:

i. The applicant does not describe the facilities of the schools, camps, or different locations throughout Alaska. For the reviewer to get a clearer picture of where the activities occur would have strengthen this section. More description of the what the lead applicant would provide for resources in the way of transportation and supplies need to perform at the different locations throughout Alaska would have also strengthen this section.

ii. None noted.

iii. The sustainable would have been strengthen by an approach to seek out other funding sources, grant opportunities, administration involvement for fundraising activities, and other sources of funding to ensure sustainability. The applicant does not include resources to operate the project beyond the length of the grant, including a multiyear financial and operating model and accompanying plan. The applicant does not clearly demonstrate commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, LEAs, teachers' unions) critical to the project's long-term success financial stability.

iv. None noted.

Reader's Score: 27

Priority Questions**Competitive Preference Priority 1 - Innovative Activities for Civic Engagement****1. Competitive Preference Priority 1: Innovative Activities for Civic Engagement (up to 5 points)**

Under this priority, we provide funding to promote new and existing evidence-based strategies to encourage innovative civics and government learning strategies and professional development activities and programs for teachers, principals, or other school leaders, particularly such instruction, strategies, activities, and programs that benefit low income students and underserved populations. To meet this priority, a project must include one or both of the following-- a) Hands-on civic engagement activities for teachers and students; or b) Programs that educate students about the history and principles of the Constitution of the United States, including the Bill of Rights.

Strengths:

Anchored Histories meets Competitive Preference Priority 1, innovative activities for civic engagement, in that we introduce teachers (and their students by extension) to the idea of exploring history to become engaged citizens today. One teacher made a documentary about how three of her 6th-grade students researched the history of a creek in their village called "Squaw Creek," discovered the Yu'pik name for the creek, and advocated to change the name to reflect their Indigenous heritage. You can watch that film here. Another high school refugee student of See Stories' was upset that the Alaska Studies course that all high schoolers are required to take didn't meaningfully share Indigenous histories that would ground Alaskan students in an understanding of past and present challenges. She created a podcast about this problem and potential solutions that you can listen to here, and she shared her podcast at an Anchorage School District board meeting to advocate for a cause important to her. These are examples of how See Stories innovatively engages teachers and students with digital storytelling to empower them to become civic actors and leaders.

Weaknesses:

The applicant noted that these are examples of how See Stories innovatively engages teachers and students with digital storytelling to empower them to become civic actors and leaders without details to how that will occur.

Reader's Score: 4

Competitive Preference Priority 2 - Student Access to Resources and Opportunities**1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities (up to 7 points)**

Under this priority, and applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students—

a) in one or more of the following educational settings: (1) Early learning programs (2) Elementary school (3) Middle school (4) High school (5) Career and technical education programs (6) Out-of-schooltime settings (7) Alternative schools and programs (8) Juvenile justice system or correctional facilities

b) That examines the sources of inequity and inadequacy and implement responses, and that may include one or both of the following:

c) Rigorous, engaging, and well-rounded (e.g., that include music and the arts) approaches to learning that are inclusive with regard to race, ethnicity, culture, language, and disability status and prepare students for college, career, and civic life, including civics programs that support students in understanding and engaging in American democratic practices (up to 3 points).

d) Establishing, expanding, or improving the engagement of underserved community members (including underserved students and families) in informing and making decisions that influence policy and practice at the school, district, or State level by elevating their voices, through their participation and their perspectives and providing them with access to opportunities for leadership (e.g., establishing partnerships between civic student government programs and parent and caregiver leadership initiatives) (up to 4 points).

Strengths:

Anchored Histories meets Competitive Preference Priority 2, promoting equity in student access to educational resources & opportunities, in that we are providing opportunities for students at Title I schools throughout Alaska, working primarily with teachers of Alaska Native and refugee and immigrant students. The program aligns with culturally responsive, trauma-informed best practices and emphasizes students seeing their own identities, stories, and cultures in curriculum. Anchored Histories: Utilizing See Stories' Professional Productions in your Classroom See Stories also partners to produce professional productions that explore history in new and innovative ways, then empowering teachers to utilize these professional productions in the classroom. One of the professional productions, The Forgotten Slavery of Our Ancestors, documents the history of enslavement of Indigenous people in the United States. With this funding we will engage 1) Alaska Humanities Forum, 2) Sugpiaq artist & educator Hanna Sholl and a team of four working under her, and 3) teacher professional development specialist (TBD) to create conversation guides and lesson plans to accompany these professional productions. (e16)

Weaknesses:

It is not clear how the applicant will go about establishing, expanding, or improving the engagement of underserved community members (including underserved students and families) in informing and making decisions that influence policy and practice at the school, district, or State level. (e16)

Reader's Score: 5

Status: Submitted

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